**DATE: April 30th – May 4th/2012 WEEK: 33 GRADE: FIRST**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES Transdisciplinary Theme: HOW THE WORLD Works** | **Subject Area: english: WRITING** |
| **WRITING ACHIEVEMENT INDICATORS**   1. Uses standard spelling and phonics for an increasing range of words. (Phase 3) 2. Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading. (Phase 3) 3. Begins to develop editing skills. (Phase 3) |  |

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20min  20min | . Writes about a range of topics for a variety of purposes, using literary forms and structures modeled by the  teacher and/or encountered  in reading. (Phase 3)  . Begins to develop editing skills. | **ACTIVITY 1 (Introduce High Frequency Words) (5 mins)**   * Review high frequency words from previous week asking forvolunteers to write them in the board and say some oral examples of sentences using them. Introduce new High Frequency words playing Hangman (5 mins) * Review the story created last week and the elements and moments that should be included in each box **(*Box 1: Characters, setting, problem. Box 2: How the characters try to solve the problem. Box 3: Solution to the problem)***. (10 mins) * Make groups of four children and propose them to think of and register these elements to create a collaborative story.   **ACTIVITY 2 ( Collaborative Writing )**   * Give out 1 copy of the draft to each group and ask them to organize the information they agreed on during the previous session. Encourage them to use the new high frequency words introduced during this week. * Ask them to re- read their drafts, paying special attention to the use of the *high Frequency Words, Renglón Ferrocarril and words separation as well as use of capital and lower case letters.*   **ACTIVITY 3**   * Write on a lined ***paper (Renglón ferrocarril, taken from the Language book)*** the final draft for the story they created. * Ask for volunteers to read the stories in front of the class, asking the rest of the children to assess the inclusion of elements and moments proposed in the beginning of the week. | Copies of Writing  card side B |  |

**LEARNING EXPERIENCE**